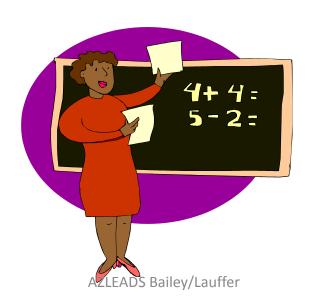
## Leading Change: Instructional Leadership Part 1

Instructional Supervision vs. Evaluation:
An Instructional Leader's Framework



## Who are your facilitators for these sessions?



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- Director of AZ LEADS<sup>3</sup>
- 34 years in education
- 26 years in high school administration
- 14 years as high school principal
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## Workshop Guiding Question:

What makes you an effective instructional leader?



...and how do you really know?

## Challenging the "common response":

Does being visible in the classroom often and evaluating teachers make you an effective instructional leader?



## Descriptors of Evidence:

What must you *know*?

What must you be able to do (skills)?

What must your attitude/disposition be?

What *behaviors* must you practice?

(in your own self and in guiding the behaviors of others under your scope of influence)

## Table brainstorm sheet

Knowledge	Skills (be able to do)	Attitudes	Behaviors



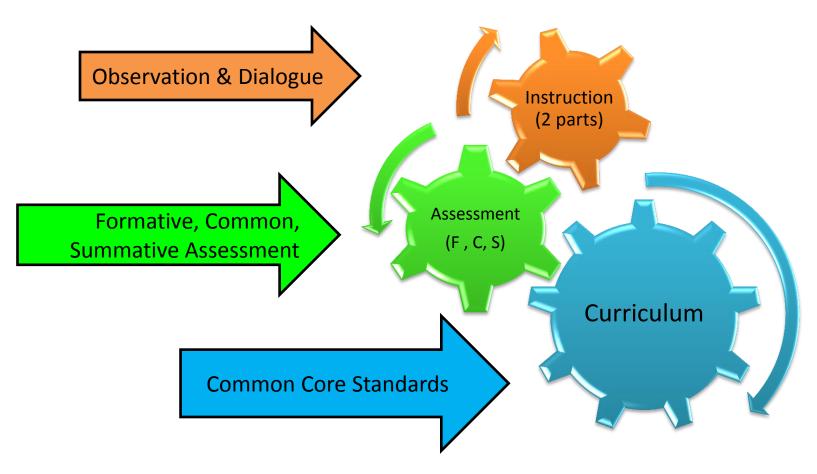
- (1) Creating a vision for learning that will inspire the faculty to actualize it through the instructional program
- (2) Ensure curriculum & instructional materials in daily use are aligned to standards and assessments
- (3) Ensure the collection, analysis, and guiding use of student performance data throughout the year to monitor progress
- (4) Continuous monitoring throughout the year of instruction to make sure teaching produces learning
- (5) Continuous interface (formal and informal) with faculty to refine teaching practice for high learning results for all
- (6) Hire & retain an instructional staff through an objective evaluative process that shows evidence of teacher effectiveness

### Primary Instructional Leadership Behaviors:

- (1) Creating a vision for learning that will inspire the faculty to actualize it through the instructional program
- (2) Ensure curriculum & instructional materials in daily use are aligned to standards and assessments
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Instructional Leadership interfaces with all the "system" parts. It's a model not a menu.





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## A paradox in our work:

What impacts student achievement more, instructional supervision or teacher evaluation?



## Supervision Yields Evaluation

### **Teacher Supervision**

<u>Purpose</u>: formative to assist with teacher growth or improvement

#### **Descriptors**:

Ongoing and can be serviced through several vehicles of information and contact

### **Teacher Evaluation**

<u>Purpose</u>: summative to measure teacher performance against a standard of expectation.

#### **Descriptors:**

Usually at a set point per the contract and determined by evidence and observation.

## The importance of Supervision is often overlooked! There are only two ways to improve your school:

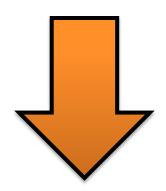
- 1. Hire better teachers or
- 2. Improve the ones you've got.



- √ hope for smarter kids next year
- ✓ change the math program
- ✓ get the parents involved
- √ write a grant

# So why don't we give more emphasis to instructional supervision?

1) Scope of the job





impacts time and focus.

# Remedy: Creating time and focus that directly impact student learning

Time tasks:

Instructional tasks

Organizational tasks

Public engagement

Other

Leverage points:

list everything that

you influence that

can be brought to

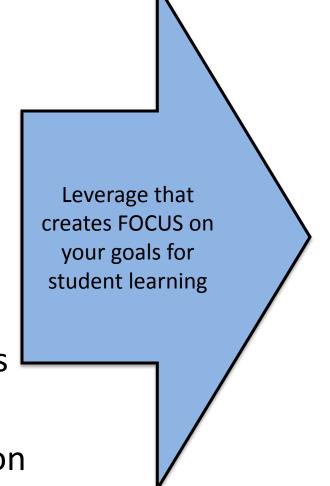
focus on supporting

instructional

improvement

"Leverage focus points" possibly under your influence

- ✓ Teaching assignments
- ✓ Time use and flexibility
- ✓ Money resources
- √ Talent/People resources
- ✓ Physicality and logistics
- ✓ Creating conversations
- ✓ Setting meeting agendas
- ✓ Decisions of support or withdrawing participation

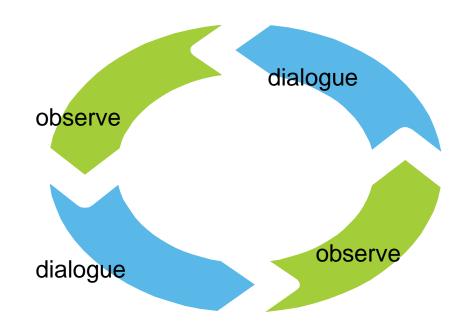


2) Organizational culture's expectation around supervision vs. evaluation

What if the faculty or individual teachers have a different experience or expectation around Supervision and Evaluation?

(There's policy....and then there's practice)

Remedy: Often people think they are doing what they should be *if they don't have* feedback that tells them otherwise...



# The bottom line for supervision:

As an *effective* instructional leader, you need to:

- (1) know what you are looking for in effective instruction and classroom learning and
- (2) be able to describe the "gap in performance" or the absence of meeting a standard
- (3) in order to articulate it to your teacher
- (4) With the teacher knowing the purpose for the observation/dialogue and expectation for action

Information won't change your life...
Understanding information won't
change your life...
DOING SOMETHING WITH THE
INFORMATION YOU UNDERSTAND
WILL CHANGE EVERYTHING

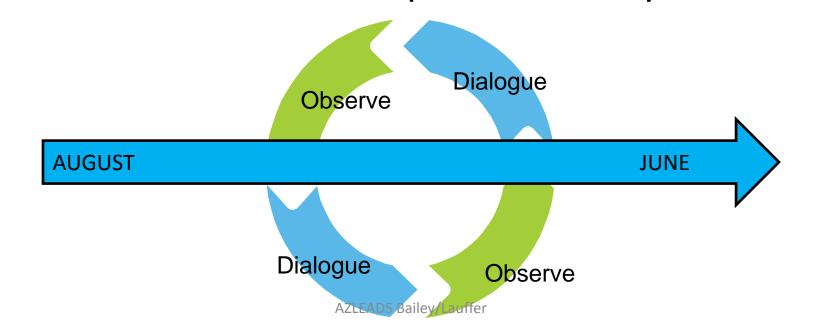


### **Key Concept for Instructional Leadership:**

Supporting effective instruction that yields

high quality learning is at the
heart of instructional leadership.

It is a continuous process and cycle.



### Need to Print these Resources?

- Visit <a href="http://www.azed.gov/internal-external-leadership/">http://www.azed.gov/internal-external-leadership/</a>
  - Choose the Leading Change Resources link.
- Or Scan the QR Code below.

